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ABSTRACT

This annual report on the students, programs, faculty and staff, and finances of the Community College of Rhode Island (CCRI) includes both a narrative highlighting major changes and accomplishments and a statistical presentation. The narrative provides a message from the President and discusses 1992-93 enrollments; degrees offered; cooperative education; CCRI's tech prep associate degree program; programs for business; transfer programs; the honors program; minority affairs; community service programs; grant programs; faculty and staff; athletics; and facility use. This portion is liberally illustrated with black and white photographs. The statistical presentation then provides the following data: (1) student characteristics, including gender, age, ethnicity, and residency status from 1988-89 through 1992-93; (2) fall enrollment from 1976 to 1992; (3) responses to a survey of incoming students conducted in summer and fall 1992; (4) full-time and part-time student enrollment data for 1988-89 through 1992-93; (5) off-campus credit enrollment; (6) a survey of the employment and educational status of 1991 graduates; (7) CCRI transfers enrolling in other Rhode Island educational institutions; (8) enrollment in non-credit courses for the period 1988-89 to 1992-93; (9) total headcount enrollments and CCRI graduates by program of study for 1988-89 through 1992-93; (10) faculty characteristics, covering degrees held, rank, and years of service; (11) faculty rank by program area; (12) staff characteristics; (13) tuition and fees for each year from 1970-71 through 1993-94; (14) general education revenues and expenditures; and (15) student financial aid awards by funding source for 1990-91 through 1992-93. (PAA)

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COMMUNITY COLLEGE OF RHODE ISLAND

ANNUAL REPORT
1992 - 93

JC 930 439

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Community College of Rhode Island

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825-1000

Flanagan Campus
1762 Louisquisset Pike
Lincoln, RI 02865-4585
333-7000

Providence Campus
One Hilton Street
Providence, RI 02905-2304
455-6000

Satellite Campuses

East Providence High School
2000 Pawtucket Avenue
East Providence, RI 02914

Middletown High School
Valley Road
Middletown, RI 02840

Newport Hospital
275 Broadway
Newport, RI 02840
847-9800

North Kingstown High School
100 Fairway Drive
North Kingstown, RI 02852
333-7146

Westerly High School
Ward Avenue
Westerly, RI 02891
596-0104

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Preface

This eleventh edition of CCRI's Annual Report contains a narrative with tables that present statistical information about the Community College of Rhode Island.

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This report was prepared by Nancy V. Abood, Assistant to the President; William LeBlanc, Director of Institutional Research and Planning; and Susanne M. Cabral, Information and Public Relations Specialist.

Design and Photographs by David Fischbach
Fall 1993

Community College of Rhode Island does not discriminate in admissions, services or employment on the basis of sex, race, color, religion, national origin, ancestry, sexual orientation, age or handicap.

President's Message

The Community College of Rhode Island is "the place to be" for increasing numbers of students throughout the state. For the fourth year in a row, the college set a new enrollment record -- 17,986 students last fall. It attracted the largest share ever of recent Rhode Island high school graduates -- 15 percent of the 9,256 students who graduated in 1992.

Nationally CCRI is among the top associate degree producing colleges, ranking 33rd in the number of degrees conferred, according to a study conducted for *Community College Week*, a national educational weekly newspaper focusing on community college issues. CCRI graduated 1,152 students in 1989-90, the year included in the study.

CCRI also ranked high in the number of degrees conferred in several program areas, including business (ranked 19th nationally), computer and information science (35th), engineering (25th), nursing and health sciences (fifth) and visual/performing arts (21st).

In less than three decades, CCRI has grown from a small school serving 325 students to one of the largest comprehensive community colleges in the country. In addition to the nearly 18,000 full and part time students taking courses for college credit, there are 25,000 Rhode Islanders enrolled in non-credit offerings.

Students choose CCRI for a variety of reasons, including cost, convenient location and flexible scheduling options. Some enroll with the intention of eventually transferring into a baccalaureate degree program, while others select programs of study which prepare them to enter directly into the work force.

Students enroll in non-credit courses required by law to obtain licenses to operate school buses or motorcycles. They enroll in basic adult education classes, or high school equivalency exam preparation, or special courses for residents with limited proficiency in the English language. They are high school students enrolled in SAT preparation classes. Or displaced homemakers learning the skills they need to obtain meaningful employment.

In addition to opening its doors to a diverse student population, CCRI has established partnerships with nearly every high school in the state through the nationally recognized tech prep program, and works with increasing numbers of Rhode Island businesses to provide customized training, often on site, to upgrade job skills of company employees.

The college is proud to be able to serve so many residents in so many different ways, but it is getting more and more difficult to provide a wide array of programs and services to an ever-expanding population without receiving the resources required to provide those services.

State appropriations for CCRI have decreased dramatically over the past few years while enrollments continue to reach new levels. This has created a fiscal problem which has forced the college to cut costs wherever possible and seek creative ways to continue to serve a growing and diverse student population with diminishing resources.

CCRI was established to be the "college of access" for all Rhode Islanders, and it has fulfilled that goal and more. It has become the safety net for recent immigrants, single mothers on welfare, persons with disabilities and the unemployed -- people who need training and retraining to become contributing members of the Rhode Island community.

During the past year, the college has directed its efforts toward maintaining the integrity of academic programs and maximizing the use of grant programs to provide necessary services to special populations.

These efforts will continue in the coming year with an emphasis on several areas of critical concern to the college community:

- An effort will be made to obtain funding to establish a Basic Skills Laboratory at the Providence Campus
- The lack of an adequate budget for academic capital purchases has necessitated that the college seek external funding to replace equipment and update college laboratories.

As always, the Community College of Rhode Island retains as its primary focus the responsibility of providing all Rhode Islanders with the opportunity to pursue and achieve their educational goals. For nearly 30 years CCRI has been a dynamic institution, growing and changing in response to community needs while continuing to offer programs of the highest quality at a reasonable cost. This will continue to be the major focus for the years to come.

Edward J. Liston

Edward J. Liston
President

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Enrollment

Community College of Rhode Island has experienced a tremendous growth in enrollment over the past few years. During the past year, approximately 64,000 persons inquired about degree and certificate programs offered at the Community College of Rhode Island. Of that number, over 12,800 applied to the College.

In the fall of 1992, enrollment reached a record high of 17,986. The spring 1993 semester enrollment was 17,627, and summer session offerings serviced more than 6,000 students.

CCRI is proud of the reputation it has gained in both high school and non-traditional student markets. High school counselors continue to promote CCRI as a low cost, quality institution where students can earn the first two years of a four-year degree. Of equal importance is the credibility that CCRI has earned as a quality school for preparing technically capable and knowledgeable graduates who are prepared for the work force. As a result, fifteen percent, or 1,389 students

from the most recent Rhode Island high school graduating class, chose CCRI for postsecondary study.

The Providence Campus, now three years old, has grown from an initial enrollment of 650 students to a current enrollment of over 1,400 students. An additional 378 students completed the GED (high school equivalency) program offered at the campus during the 1992-93 academic year.

During 1992-93, 1,852 minority students enrolled at the Community College of Rhode Island. The Hispanic student population, now the largest ethnic group at the college, has increased by 14 percent over the past year.

A total of 5,552 students attended classes at satellites in East Providence, Middletown, Newport, North Kingstown, Westerly and Woonsocket. Two thousand, nine hundred and twenty-seven students enrolled in television courses.

Program Highlights

Community College of Rhode Island grants the Associate in Arts (A.A.), the Associate in Science (A.S.), the Associate in Applied Science (A.A.S.), the Associate in Applied Science in Technical Studies (A.A.S.-T.S.), and the Associate in Fine Arts (A.F.A.) degrees. Diplomas or certificates are also awarded for various programs.

Academic programs at CCRI are developed to meet the diverse needs of the people of the state. Students can select from a wide variety of program areas designed to prepare them for paraprofessional or technical careers and/or successful transfer into baccalaureate degree programs. In addition to providing quality programs for the "traditional" college student, CCRI is uniquely designed to serve older students returning to school after years away from the classroom, adults who wish to attend college part time while working full time, and recent immigrants.

Allied Health Programs
Cardio-Respiratory Care
Dental Assisting Certificate
Dental Hygiene
Medical Laboratory Technology
Radiography
Phlebotomy Certificate
Physical Therapist Assistant

Business Administration Programs
Accounting
General Business
Law Enforcement
Management
Retail Management
  Fashion Merchandising
  Mass Merchandising
Real Estate
Management Certificate

Chemistry Programs
Chemical Technology

Computer Studies and Information Processing Programs
Computer Science
Computer Programming Certificate
Office Automation Certificate

Engineering Programs
Computer Engineering Technology
Engineering
Electronic Engineering Technology
Mechanical Engineering Technology

Fine Arts Programs
Art
Drama
Music
Jazz Studies

General Programs
General Studies
Liberal Arts
Labor Studies
Urban Affairs
Science (Track A and B)
Fire Science

Human Services Programs
Education
Special Education
Early Childhood
Social Work
Mental Health
Substance Abuse
Gerontology
Activities Director Certificate

Industrial Technology Programs
Electronics
Instrumentation Technology
Machine Design
Machine Processes
Operating Engineers

Nursing Programs
Nursing (Associate Degree and Practical)

Office Administration Programs
Administrative Assistant/Secretary
Legal Administrative Assistant/Secretary
Medical Administrative Secretary/Assistant
Medical Transcription Certificate
Office Administration Certificate

Cooperative Education

The CCRI Cooperative Education Program offers students enrolled in business administration, computer science, general studies, liberal arts, office administration, retail management, human services, chemical technology, industrial technology, nursing, engineering, fine arts and allied health an opportunity to be employed in their field of study while attending college. The program is funded through grants from the US Department of Education.

Cooperative education fosters personal growth and professional development by combining classroom learning with supervised work experiences. In addition to a regular academic course load, students receive academic credit for work experience and attending seminars.

During the past year, approximately 250 employers and 535 students participated in the program.

Tech Prep Associate Degree Program

The Tech Prep Associate Degree Program is a partnership between the Community College of Rhode Island and the majority of high schools in the state.

Students enroll in the program in the eleventh grade, taking core courses such as Principles of Technology, Communications and Mathematics for Technology. Upon completion of the high school portion of the program,students are guaranteed admission to specific technical programs at CCRI, where they may complete the requirements of an Associate Degree in areas such as industrial technology, allied health and business or office administration.

The mission of the tech prep program is twofold: to motivate students to explore career options while in high school by offering them a focused, hands-on course of study, and to positively contribute to the country's labor needs in an increasingly technological global economy.

The Tech Prep Program was initiated in 1987 with an enrollment of 105 students in six high schools. In 1992-93, there were over 1,256 students enrolled in 23 comprehensive high schools and eight vocational/technical centers. Three hundred Tech Prep students were enrolled at the Community College.

The Rhode Island Tech Prep Program was recognized last year as one of three model programs in the country by the American Association of Community Colleges. The Community College of Rhode Island was one of nine institutions nationwide to receive a U.S. Department of Education demonstration grant to develop materials to enable other community colleges to replicate its successful program. Educators from across the country have visited CCRI and participating high schools to learn more about the program. There is a movement underway to implement tech prep programs in every state in the country.

Programs for Business

An important element of CCRI's service to the Rhode Island community is to assist local businesses, industries and community organizations in developing and enhancing their own educational programs and to work with them to further the state's economic development objectives.

CCRI addresses these issues both through educational programs that prepare Rhode Island's future work force and through training programs designed to upgrade the skills of those who are currently employed. The Center for Business and Industrial Training was established to offer customized training and degree programs for local businesses either on site or in college facilities. Needs assessment assistance is available to companies through the Center along with a variety of seminars on current issues facing local businesses.

During the past year, 2,934 individuals have participated in programs offered through the Center. Customized training programs have been offered for companies, trade associations and organizations as varied as Ocean State Steel Company, Automobile Insurance Plan Service Office, New England Printing and Taping Company, the Rhode Island Higher Education Assistance Authority, Women and Infants' Hospital, the RI Department of Corrections, Cranston Print Works, Hoechst-Celanese, Associated General Contractors of America, Waters Chromatography, Naval Reserve Training Center, Cranston Headstart, the Rhode Island Department of Administration, Electric Boat, the Narragansett Bay Commission, Miriam Hospital, AT & T Alliance, Taco, EG & G Sealol and Furon-Dixon.

The Center also sponsored seminars, teleconferences and breakfast briefings on quality management and continuous improvement. Since its inception in 1990, the CCRI Center for Business and Industrial Training has provided training for 7,494 employees.

CCRI also provides assistance to businesses through the Small Business Development Center established at the Providence Campus to provide free consulting services and low cost training programs to help businesses to operate more effectively. The focus of the SBDC is on the delivery of these services to minority businesses in the state.

Transfer Programs

While a large number of students continue to move directly into Rhode Island's work force after earning an associate's degree, more and more are attending the Community College to complete the first two years of a baccalaureate education. According to the college's most recently published *Report on Job Placement and Transfer of Graduates*, almost 42 percent of CCRI graduates continue their education immediately after graduation; 28 percent do so on a full time basis. For all students, regardless of where they intend to continue their education after leaving CCRI, transfer of college credit from CCRI to four-year colleges and universities is critical.

Formal agreements exist between the Community College, Rhode Island

College and the University of Rhode Island which allow for the transfer of credits among the state's public institutions. In addition, during the past year, the college has become aggressive in its efforts to develop articulation and transfer agreements with additional colleges and universities, both in Rhode Island and out of state.

Articulation agreements now also exist with Bay Path College, Boston University, Curry College, Nichols College, Providence College, Stonehill College, Suffolk University, University of Massachusetts at Boston, University of Massachusetts at Dartmouth, Worcester State College and University of Maine at Farmington. Discussions are underway with Framingham State, Merrimack College, New England Conservatory of Music, New Hampshire College, North Adams State, Regis College, Roger Williams University, Saint Bonaventure, Wheaton College, Wheelock College and Bridgewater State.

Honors Program

During the 1992-1993 academic year, 94 students completed 117 honors projects. Eight students earned special recognition at Commencement for successfully completing all requirements of the Honors Program.

To be eligible for the Honors Program, a student must have completed at least 15 credits with an overall Grade Point Average of at least 3.25. Students can earn honors credits through independent study projects, supplementary projects within existing courses, and specially designated "Honors" courses.

Honors projects undertaken in 1992-1993 covered a broad range of disciplines. Some of the topics explored include neonatal transfusion reactions, Celtic mythology, gays in the military, Brahms *German Requiem*, antibody identification for blood banks, legal perspectives on the use of force in defense of the home, U.S. electoral history, theater production for disadvantaged children, fetal alcohol syndrome, interior design floor plans, evidentiary issues and the Rhode Island Supreme Court, multiple personality disorder, quilting, installing and calibrating control stations, adolescent suicide, robotics, psychological impact of cardiac rehabilitation, American prisons and teaching autistic children.

Minority Affairs

The Community College of Rhode Island's minority enrollment for the 1992-1993 academic year totalled 1,852 students, an increase of 152 students over the previous year.

CCRI is committed to increasing the number of minority students and developing programs to meet their particular needs. Minority Resource Centers were established to assist minority students in all phases of college life. Minority Resource Centers are located on all three campuses. A major function is to operate the Minority Mentor Program. This program provides students with the opportunity to work with positive role models who assist them in attaining their educational goals. It provides support services and sponsors activities designed to encourage minorities to successfully complete their educational objectives without dropping out or interrupting their course of study. This kind of support activity becomes particularly important as minority enrollment increases.

Last year, 141 individuals at the college volunteered to serve as mentors, and 373 students participated in the Minority Mentor Program. Mentors assist students with completing financial aid forms, selecting courses and registering for classes, obtaining remediation in basic skills, and giving general advice and encouragement.

Community Service Programs

The CCRI Office of Community Services provides workshops, seminars, conferences, non-credit courses and special programs for Rhode Island residents as well as administering training programs for unemployed adults, recent immigrants and refugees. The Office is designed to respond in a timely fashion to community need and receives grant funding for many of its programs.

A sample of programs offered through the Office of Community Services listed below illustrates some of the many ways in which CCRI responds to community need.

The High School Equivalency Preparation and Testing Program was initiated in an effort to encourage residents to pursue their educational goals. Activities include preparation for five tests and administering the tests. Tests are offered both on campus and at off-campus sites across the state on a year-round basis.

When the Rhode Island General Assembly passed legislation making training mandatory for new motorcycle riders, the Office of Community Services began to offer a Motorcycle Safe Training course at three locations. The College contracts with the state to provide both training and testing.

Acting on a request from the Department of Education for counseling and assistance for welfare mothers, the

Single Parent and Homemaker Program (SPHERE) was established to provide assessment, counseling and support services, including information on child care and transportation for needy Rhode Islanders. An increasing number of participants are going beyond what this program offers and are successfully completing college programs. Rhode Island motorists who are guilty of driving while intoxicated will take driver retraining instruction and receive counseling at CCRI. School bus drivers also receive training at the College.

In the short term job training categories, the Office of Community Services offers vocational training for adults. Special programs are available for immigrants and refugees whose primary language is not English.

Other programs include asbestos abatement training for certification of workers, consultation and training for small business owners, sex equity education and information, and occupational training under the Job Training Partnership Act.

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Grant Programs

During the past year, Community College of Rhode Island received approximately $4 million in grant funding from federal, state and private sources to provide academic and career assessment services, basic skills training, workplace readiness activities, and student support services to 23,715 grant participants.

In support of the College's mission of open access, the majority of the grant funding is used to target and serve special populations such as the academically and economically disadvantaged, the limited English proficient, the disabled and non-traditional college-bound populations to assist them in achieving their educational and career goals.

CCRI obtained renewal funding for its three U.S. Department of Education - Title IV (TRIO) Programs: the Student Support Program (Access) - $210,723, the Educational Opportunity Center (EOC) - $475,920, and Talent Search - $283,600 as well as the fifth and final year funding for the Title VIII Cooperative Education Program - $158,333.

Talent Search targets 1,000 youth at the junior high and high school levels to encourage them to continue their schooling. It also assists 100 high school drop-outs in gaining their diplomas or equivalencies. EOC supports the efforts of 4,250 adults in considering, seeking and applying to college. Access to Opportunity provides assessment and retention services to 300 physically disabled, low-income and first generation college bound students enrolled at CCRI. Cooperative Education provides academically related work experiences and placements for 540 students enrolled in the variety of academic, vocational and technical programs offered throughout the institution.

During the past year the College received the nationally distinguished J.C. Penney/National Organization on Disabilities Award for outstanding services to students with disabilities by the American Association of Community Colleges. CCRI offers a continuum of integrated academic and vocational services to disabled students, beginning in the secondary schools

(Exploring the Options), continuing with academic retention efforts at the postsecondary level (Access to Opportunity) and culminating with school to work transition efforts (Transitions) - all funded through grants.

CCRI also received $745,248 in funding under the Carl D. Perkins Vocational and Applied Technology Education Act. Perkins funded programs, which emphasize services to special populations, included:

- Offering vocational services to adult bilingual and limited English proficient populations (Project ABLE) to enable them to enter non-subsidized employment.
- Providing vocational training in occupations that offer the potential for entry level employment as well as pre-vocational academics (Vocational Training for Adults).
- Upgrading lab equipment for the student computer laboratories and the Physical Therapist Assistant, Computer Studies, Industrial Technology and Business Administration programs.
- Maintaining a statewide resource center to assist teachers in eliminating sex bias in the classroom.
- Providing support services for over 1,200 single parents and home makers entering or re-entering education and training programs.
- Offering operating support for the tech prep program to continue in-service training for secondary school teachers in the applied curricula and in workplace readiness, articulation efforts and student retention services.

The College received $24,000 from the RI Office of Higher Education under the Eisenhower Math/Science grant program to improve teaching effectiveness within the tech prep network and a $1,600 mini-grant to improve the teaching of history of mathematics.

CCRI received $312,657 from the U.S. Department of Education to be one of nine national demonstration sites for the successful integration of academic and vocational education through a secondary/postsecondary statewide collaborative. The funds were used to design, produce and disseminate promotional and evaluation materials for national replication of the RI Tech Prep model. The Rhode Island model was selected as exemplary because it has implemented systemwide curricular changes at the secondary school level and has incorporated a postsecondary retention component into the program.

In terms of training and retraining the state's workforce, CCRI received $851,499 under the Job Training Partnership Act (JTPA). The bulk of this funding was used to provide academic assessment and remediation services to economically disadvantaged adults and youths.

CCRI continues to receive U.S. Department of Labor funds through a subcontract with Bryant College to operate a Small Business Development Center (SBDC) at the Providence Campus. The Center focuses on serving businesses operated by minorities and women.

Private foundation funds ($25,000) were received from the RI Foundation to support a minority mentor program. The National Collegiate Athletic Association refunded the National Youth Sports Program which, due to its repeated success, is now operated on a year-round basis with a math/science enrichment component serving low income, inner city youth. The program is funded at $80,150.

The Community College of Rhode Island takes pride in the accomplishments of its faculty, staff and administration.

College employees are recognized at an annual Service Awards Program held each spring for individuals who have worked for the college for 25, 20, 15 and 10 years. This past year, 16 employees were honored for 25 years of service, 28 celebrated 20 years at the college, 29 have been employed for 15 years, and 14 employees reached their 10th year of service.

At the Awards Ceremony three college staff members were honored as recipients of Employee Recognition Awards -- Linda Duhaime of the College's Office of Personnel Services, Antonio Dias of the Flanagan Campus Physical Plant, and Barbara Ise of the Providence Campus. These individuals were selected for their commitment to the Community College of Rhode Island and their willingness to assist students, faculty and staff beyond what is required by their job. The program is sponsored by the CCRI Foundation and accepts nominations of dedicated employees submitted by their colleagues.

Five CCRI faculty members have been promoted for the current year. Doris Aline Fournier of the Nursing Department, Thomas J. Keefe of the Physics Department and Carol A. Rowey of the Business Department were promoted to the rank of full professor, and Mary F. Golden of the Business Department and Donna J. Steele of the Office Administration Department were promoted to the rank of associate professor.

Throughout the year an effort is made to recognize the special achievements of faculty and staff through internal communications and external publicity. Some noteworthy achievements of the past year are listed below:

Brenda Dann-Messier, Director of the Educational Opportunity Center and Talent Search Program at CCRI, has been elected president-elect of the National Council of Educational Opportunity Associations for a three year term. The NCEOA is a non-profit organization representing institutions of higher education, administrators, counselors and teachers who are committed to advancing equal educational opportunity and promoting diversity in America's colleges and universities.

Judith Marmaras, Director of the 2+2 Tech Prep Program, was selected to receive the Claiborne Pell Award for Outstanding Service to Vocational Education.

Ellen Pruyne was named program director of the CCRI Small Business Development Center.

Jean A. Newcomb, Assistant Professor of English, received the Durrel, Cooper and Crossley Research Scholarship awarded by the New England Reading Association. Her research is entitled "The Effect of Auditory Perception Training on Reading Ability of Adult Poor Readers."

Dr. John J. Sbrega, associate dean of academic affairs, has been named an American Council on Education (ACE) Fellow for the current academic

year. The ACE Fellows Program, established in 1965, is designed to strengthen leadership in American education by identifying and preparing promising faculty and staff members for responsible positions in college and university administration. Thirty-two Fellows were selected in this year's national competition.

Michael P. Friel has been named director of the CCRI Computer Resource Center. He has been with the college since 1979.

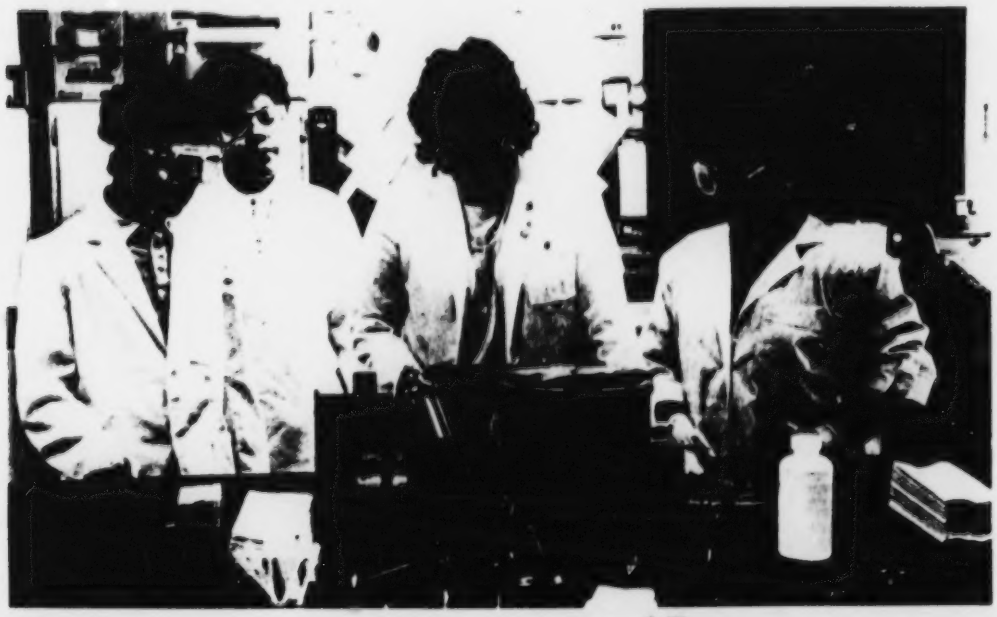
Pao Robert Kue, a coordinator/ counselor for the RI Educational Opportunity Center, was appointed to the Providence School Board by Mayor Vincent Cianci.

Vincent Cullen, Director of Athletics, was chosen NJCAA Northeast District Coach of the Year by the NJCAA Basketball Coaches Association for 1992-93.

Lela M. Morgan, chairperson of the Department of Allied Health,was chosen as "Citizen of the Year" by the Brothers of Omega Psi Phi Fraternity, Inc., Sigma Nu Chapter. She was also appointed to the Board of Directors of the John Hope Settlement House.

Philomena Fayanjuola has been named Assistant Director of the RI Educational Opportunity Center.

Associate Professor of Art Tom Morrissey traveled through southeast Asia and Indonesia doing photography and producing videotapes for an international development organization.



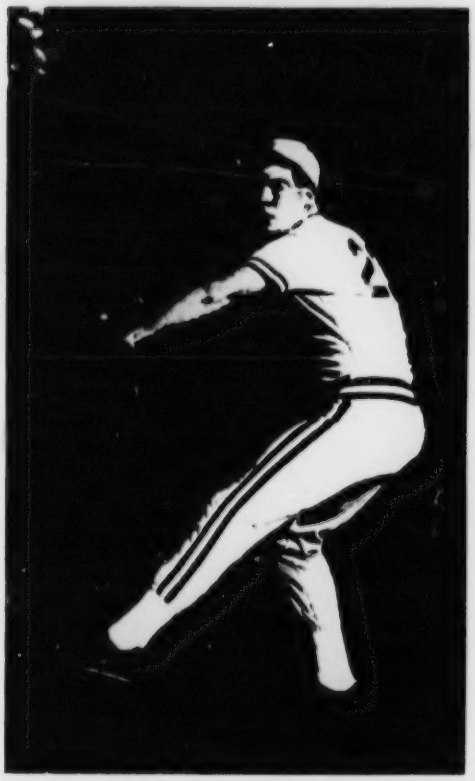
Athletics

What contribution did the CCRI athletic program make to the St. Louis Cardinals, the Colorado Rockies and the New Jersey Devils during the past year? Rheal Cormier, CCRI's All-American of a few years ago, was the hottest left-handed pitcher in the National League for the St. Louis Cardinals Baseball Coach Art Pontarelli, who built the CCRI program into a dynasty including several outstanding appearances at the World Series, was named to the scouting staff for the major league's newest team, the Rockies. Ice hockey coach Bruce Garber became the head coach for the NHL's New Jersey Devils top farm team.

The high quality athletic program that now has the attention of the professional leagues has been a long standing tradition at CCRI. Highlights of the past year follow:

The baseball program had a new look under first year head coach Jay Grenier with a successful 21-12 season and a crack at the New England Championship.

Under new coaches Donna Konuch and Steve Alves, the Lady Knight softball program returned to the prominence it enjoyed in the mid-eighties as they qualified for the New England Championship tournament. For their efforts, Alves and Konuch were named New England Coaches of the Year.



Ray Carr returned for one more year at the helm of New England's most successful two year intercollegiate tennis program. After dominating the regular season and winning the Colonial States Athletic Conference, the Knights lost the New England Championship by a one point margin. The golf team under coach Harry Keenan competed against some of North Carolina's best programs last March before completing its home season.

The women's and men's cross country team enjoyed a highly competitive season en route to a national championship appearance in New York. The men's and women's outdoor track teams under the guidance of former All-American Greg Cornell turned in outstanding performances all season.

The men's basketball team competed in the New England Championships and national tournament for the fifth year in a row. The team compiled a 21-10 record and won the Colonial States Athletic Conference Championship.

The Lady Knight volleyball team won the New England Championship and the ice hockey team returned to varsity status.

Community Recreation

The National Youth Sports Program (NYSP) at CCRI, now in its fifteenth year, was recognized as one of the nation's best at an awards ceremony held in Orlando, Florida. This program, which serves over 600 economically deprived youngsters during the year, is a partnership between the National Collegiate Athletic Association, the U.S. Department of Health and Human Services, the college and the community. The program educates participants on sportsmanship, social issues and nutrition.

CCRI continues to provide recreational and therapeutic services for Rhode Island's many special populations. Hundreds of senior citizens participate in weekly senior swim programs and handicapped groups use CCRI facilities for therapeutic programs at no cost.

The community recreation program held during the college's off hours had over 21,000 participants last year. This program allows residents to use the college's two fieldhouses at a nominal charge.

The College has built a strong partnership with the Rhode Island Interscholastic League and hosts numerous events for high school athletes.

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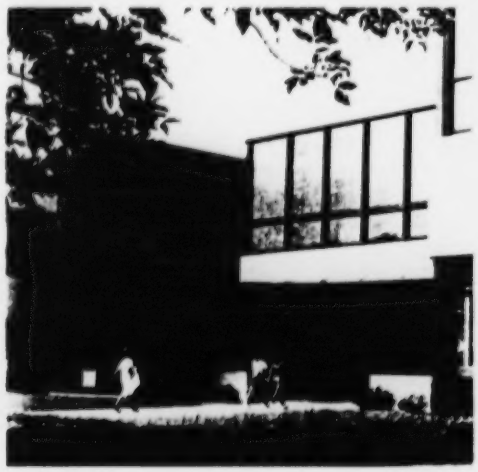
Facility Use

The Community College of Rhode Island encourages community organizations to use campus facilities for conferences seminars, athletic events, cultural performances, and public hearings. Some agencies which held programs at CCRI during the past year are:

- Rhode Island Academic Decathlon
- Rhode Island Youth Philharmonic Orchestra
- Rhode Island Young People's Symphony
- Rhode Island State Science Fair
- Girl Scouts of Rhode Island
- Warwick Arts Consortium
- Rhode Island Army National Guard
- Rhode Island Gem and Mineral Show
- College Fair
- New England Antique Show
- Rhode Island Math Competition
- Rhode Island VICA
- Rhode Island DECA
- 21st Century Education Commission
- Tri State Computer Fair
- A.A.R.P.
- American Cancer Society
- Auditor General's Office
- Office of Higher Education Summer Institute
- Environmental Protection Agency
- Urban League of Rhode Island

In total, over 380 agencies used college facilities for meetings, public events or activities during the past year.



STUDENT CHARACTERISTICS

The student body at the Community College of Rhode Island enjoys considerable diversity in ages, cultures and experiences. Sixty-three percent are women, 69 percent are part-time (see Table 4), 13 percent are from an ethnic minority group, and over 57 percent are 25 years of age or older.

For the fall of 1992, students in the under 20 age group accounted for 16 percent of the headcount enrollment. Of this group, 72 percent were full-time students. Thirty-six of the students classified as out-of-state were foreign students from 16 different countries.

TABLE 1 — SEX, AGE, RACE AND RESIDENCY

	1988-89	1989-90	1990-91	1991-92	1992-93
TOTAL STUDENTS	14,718	15,400	16,623	17,331	17,986
Sex					
Female	9,397	9,923	10,570	10, 973	11,288
Male	5,321	5,477	6,053	6,358	6,698
Age in Years					
Under 20	3,032	3,012	3,044	2,879	2,781
20-24	3,904	4,191	4,589	4,868	4,955
25-34	4,213	4,538	4,938	5,192	5,449
35-44	2,354	2,430	2,666	2,915	3,097
Over 44	1,215	1,229	1,386	1,477	1,704
Race/Ethnicity					
American Indian	80	85	91	106	102
Asian	212	229	261	261	271
Black	471	534	582	713	735
Hispanic	325	403	465	652	744
White	10,707	11,814	12,392	12,207	12,489
Not Reported	2,923	2,335	2,832	3,392	3,645
Residency					
Rhode Island	14,108	14,707	15,835	16,571	17,166
Out-of-State	610	693	788	760	820
PERCENT					
Sex					
Female	64%	64%	64%	63%	63%
Male	36%	36%	36%	37%	37%
Age in Years					
Under 20	21%	20%	18%	17%	16%
20-24	26%	27%	28%	28%	28%
25-34	29%	29%	30%	30%	30%
35-44	16%	16%	16%	17%	17%
Over 44	8%	8%	8%	8%	9%
Race/Ethnicity (Only Those Reporting)					
Minorities	9%	10%	10%	12%	13%
White	91%	90%	90%	88%	87%
Residency					
Rhode Island	96%	95%	95%	96%	95%
Out-of-State	4%	5%	5%	4%	5%

 SOURCE: IPEDS Fall Enrollment Reports

FALL ENROLLMENT FROM 1976 TO 1992

1976 has been selected as a base year for fall enrollment comparisons because that was the year in which the second campus was opened in Lincoln. During the next seven years, enrollment on both campuses rose from 8,993 to 12,602 for a total increase of 40 percent. The full-time equivalent enrollment (FTE) leveled off one year earlier and then decreased by 11 percent from 1982 to 1984. Enrollments began to increase again in 1985 and then moved up dramatically in 1988. A new enrollment record was set for eight consecutive years beginning in 1985. By the fall of 1992, both the headcount and the FTE enrollment reached the highest level in the Community College's history.

Over the last five years, the headcount enrollment grew by 37.2 percent and the FTE enrollment increased by 40.1 percent (2,803 FTE's).

TABLE 2 — FALL ENROLLMENT

FALL	NUMBER	FTE
1976	8,993	5,972
1977	10,317	6,900
1978	10,340	6,700
1979	11,158	7,017
1980	11,777	7,496
1981	11,721	7,486
1982	12,149	7,516
1983	12,602	7,344
1984	12,317	6,691
1985	12,617	6,892
1986	13,096	6,970
1987	13,107	6,996
1988	14,718	7,490
1989	15,400	7,806
1990	16,623	8,810
1991	17,331	9,486
1992	17,986	9,799
% Change from 1976 to 1992 (16 years)	100.0%	64.1%
% Change from 1984 to 1992 (8 years)	46.0%	46.5%
% Change from 1987 to 1992 (5 years)	37.2%	40.1%
% Change from 1991 to 1992 (1 year)	3.8%	3.3%

SOURCE: IPEDS Fall Enrollment Reports and Bursar's Office Reports for FTE prior to 1983
NOTE: The Providence Campus opened in 1990

INCOMING STUDENTS

All incoming students who attended an orientation session offered during the summer or fall of 1992 completed a student information sheet. Data collected from these students provides descriptive, historical information useful in a variety of planning processes within the Community College. One thousand four hundred and seventy-eight students completed the information sheet. This particular enrollment cluster of students reported a median age of 19 years with 828 students or 51 percent under 20 years of age. Compared to past years, a greater percentage of students indicated that they plan to complete a certificate or degree.

TABLE 3 — INCOMING STUDENT SURVEY

	NUMBER	PERCENT
What is your age in years?		
Under 20	759	51.4%
20-29	427	28.9%
30-39	190	12.9%
40-49	69	4.7%
50-59	12	0.8%
Over 59	0	0.0%
No response	21	1.4%
What is your sex?		
Female	915	61.9%
Male	561	38.0%
No response	2	0.1%
Are your classes primarily day or evening?		
Day	848	57.4%
Evening	185	12.5%
No response	445	30.1%
Are you established in a career?		
Planning a career	498	33.7%
Established in a career	432	29.2%
Undecided	241	16.3%
No response	307	20.8%
For what purpose did you enroll?		
Obtain a certificate or degree	526	35.6%
Obtain certificate or degree then transfer	653	44.2%
Transfer before certificate or degree	171	11.6%
No goal in mind	104	7.0%
Take courses for self-improvement	15	1.0%
No response	9	0.6%
If your goal is to earn a certificate or degree at CCRI, when do you expect to complete?		
2 years or less	464	39.4%
3 years or less	191	16.2%
More than 3 years	104	8.8%
No response	420	35.6%

 SOURCE: Entering Student Information Survey, Office of Institutiional Research and Advising and Counseling Center

FULL-TIME AND PART-TIME ENROLLMENT

Overall, the total number of students enrolled in credit courses increased by 655 students from the fall of 1991 to the fall of 1992. Part-time students accounted for 69 percent of the 1992-93 headcount enrollment. Approximately 31 percent of all students were enrolled as full-time students (down one percent from 1991-92). Seventy-two percent of the under 20 years of age group were full-time students (up four percent from 1991-92).

The distribution of ages of the part-time group has moved upward over this five-year period. Currently, 71 percent of the part-time students are 25 years of age or older while 75 percent (77 percent in 1991-92; 79 percent in 1990-91) of the full-time students are under 25 years of age.

Finally, the degree status mix of full-time students (92 percent degree seekers) remains relatively stable while the percentage of degree candidates in the part-time group has grown from 46 percent in 1988-89 to 58 percent in 1992-1993.

TABLE 4 — FALL ENROLLMENT BY FULL/PART-TIME

	1988-89	1989-90	1990-91	1991-92	1992-93
TOTAL STUDENTS	14,718	15,400	16,623	17,331	17,986
Full-time Students	4,244	4,240	5,020	5,465	5,502
Part-time Students	10,474	11,160	11,603	11,866	12,484
AGE GROUP IN YEARS					
Full-time Students					
Under 20	2,071	1,981	2,113	2,055	2,002
20-24	1,429	1,467	1,862	2,132	2,117
25-34	498	560	723	847	913
35-44	168	186	254	322	356
Over 44	45	46	68	109	114
Part-time Students					
Under 20	824	970	837	824	779
20-24	2,475	2,724	2,727	2,736	2,838
25-34	3,715	3,978	4,215	4,345	4,536
35-44	2,186	2,244	2,412	2,593	2,741
Over 44	1,170	1,183	1,318	1,289	1,488
Unknown	104	61	94	79	102
DEGREE STATUS					
Full-time Students					
Degree or Certificate Candidates	3,892	3,872	4,504	4,878	5,085
Non-Degree Status	352	368	516	587	417
Part-Time Students					
Degree or Certificate Candidates	4,773	5,427	5,940	6,466	7,281
Non-Degree Status	5,701	5,733	5,663	5,400	5,203

SOURCE: "State Supplement to IPEDS Reports," Office of Institutional Research and Planning
NOTE: Full-Time unknowns are added to under 20 years (47 students for 1992-93)

OFF-CAMPUS CREDIT ENROLLMENTS

In addition to the classes offered at the Lincoln, Warwick and Providence campuses, the Community College conducts credit courses at several satellite facilities, community centers, business and industrial sites, and other locations. Each year the sites change according to the needs of students and the demand for programs. There were 23 off-campus sites (groupings) in the fall of 1991 and 26 in the spring of 1993. From the fall of 1991 to the spring of 1993, television course seatcounts grew by 45 percent to 1,611.

TABLE 5 — ENROLLMENT BY ADJUNCT SITES

SITES	Fall '91	Spring '92	Fall '92	Spring '93
Middletown Satellite	553	580	525	521
Westerly Satellite	410	435	412	430
Woonsocket Satellite	297	338	341	255
East Providence Satellite	535	543	501	530
Newport Hospital Satellite	534	526	651	678
North Kingstown Satellite			370	338
DaVinci Community Center	20		30	
Electric Boat	53	53	30	41
Bayview Academy	23	23		
Adult Correctional Institution	86	105	103	82
Television Courses	1,111	1,300	1,326	1,611
Dept. of Navy (USS Kauffman)	68	45	83	59
Rhode Island Hospital	17		25	
National Tooling Machinist Association (NTMA)	127	123		
Association of General Contractors	40	25	14	15
Health Care Centers	58	12	35	22
AT & T Alliance			31	
RI National Guard			48	
Extracted Systems			20	
Leviton Manufacturing		5		3
Textron				
Waters Chromatography	7	7		
Aipso	40	20	13	10
Harrington Hall	273	312	702	544
MHRH	90			
Cranston Print Works	42			
Hamilton Standard	16			
Workers' Compensation	14			
Department of Employment and Training	5			
RI Higher Educational Assistance Authority				17
Department of Children, Youth & Their Families				19
Cranston Head Start				18
Department of Administration Training & Development				10
Women & Infants Hospital				30
South County Hospital				18
The Alliance				40
Taco				56
RI Health Center Association				13
Naval Reserve				35
Furon Dixon Division				9
TOTAL	**4,419**	**4,452**	**5,282**	**5,425**

SOURCE: Dean of Off-Campus Credit Programs
NOTE: Enrollment is actually seatcounts at the end of the add-drop period

SURVEY OF GRADUATES

A systematic study of the graduates of 1991 was conducted to determine their status eight months after graduation. Using both the mail and the telephone as data collection vehicles, the Career Services Office staff achieved an excellent response rate of 86.8 percent.

The information collected from the graduates has been summarized by each program of study. Only an overall summary is reported here. Looking at the seven status choices, 81 percent of the 1991 graduates are employed in some capacity (79 percent for 1990). Also, 41 percent of the graduates are continuing their education (42 percent for 1990). Fifty-three graduates or four percent reported that they were unemployed and looking for a position (an increase from 2.9 percent for 1990 graduates.)

TABLE 6 SUMMARY OF GRADUATES

	1989	1990	1991	1989	1990	1991
STATUS OF THE GRADUATES		**Number**			**Percent**	
Employed full-time	459	430	511	47.1%	43.3%	38.7%
Job full-time & education part-time	127	116	178	13.0%	11.7%	13.5%
Employed part-time	80	101	170	8.2%	10.2%	12.9%
Unavailable for employment	24	19	40	2.5%	1.9%	3.0%
Unemployed and looking	22	29	53	2.2%	2.9%	4.0%
Education full-time	145	161	162	14.9%	16.2%	12.3%
Education full-time & job part-time	118	137	206	12.1%	13.8%	15.6%
TOTAL RESPONSES	**975**	**993**	**1,320**	**100.0%**	**100.0%**	**100.0%**
ATTENDING SCHOOL FULL-TIME		**Number**			**Percent**	
Brown University	0	0	3	0.0%	0.0%	0.8%
Bryant College	27	17	14	10.3%	5.7%	3.8%
Community College of Rhode Island	17	28	22	6.4%	9.4%	6.0%
Johnson & Wales University	8	4	3	3.0%	1.3%	0.8%
New England Institute of Technology	0	0	2	0.0%	0.0%	0.5%
Northeastern University	1	2	2	0.4%	0.7%	0.5%
Providence College	3	5	3	1.1%	1.7%	0.8%
Rhode Island College	127	149	218	48.3%	50.0%	59.3%
Rhode Island School of Design	0	0	0	0.0%	0.0%	0.0%
Roger Williams College	6	4	4	2.3%	1.3%	1.1%
Salve Regina College	2	2	0	0.8%	0.7%	0.0%
Southeastern Massachusetts University	4	2	2	1.5%	0.7%	0.5%
University of Rhode Island	33	48	48	12.5%	16.1%	13.1%
Other In-State	7	3	7	2.7%	1.0%	1.9%
Other Out-of-State	27	33	36	10.3%	11.1%	9.8%
Other (School not disclosed)	1	1	4	0.4%	0.3%	1.1%
TOTAL RESPONSES	**263**	**298**	**368**	**100.0%**	**100.0%**	**100.0%**

SOURCES: "Report on Career Placement and Transfer of Graduates" (1989 1990 & 1991)
NOTE: This is the most current graduate study available.

CCRI TRANSFERS ENROLLING IN OTHER RI INSTITUTIONS

Rhode Island College continues to attract the greatest number of Community College transfers (63 percent of those reported in Table 7) followed by the University of Rhode Island (19 percent, down from 20 percent in 1991). From 1991 to 1992, the number of reported transfers to in-state colleges and universities jumped 23 percent. Information on transfers who actually enroll in schools in other states before graduating from the Community College is not as readily available.

TABLE 7 — CCRI TRANSFERS ENROLLING IN RHODE ISLAND INSTITUTIONS

R.I. INSTITUTIONS	1988	1989	1990	1991	1992
Rhode Island College	492	540	587	612	794
University of Rhode Island	193	139	167	207	235
Bryant College	62	64	45	51	39
Bryant College Evening Division	131	94	42	26	36
Providence College	4	3	4	9	3
Roger Williams University	14	7	12	5	16
Roger Williams University (Cont. Ed.)		54	52	71	66
Johnson and Wales University	11	21	37	23	28
Salve Regina University	20	25	7	12	37
R.I. School of Design	1	0	0	5	3
Brown University	1	0	1	0	0
TOTAL	929	947	954	1,021	1,257

SOURCE: Data obtained from the receiving institutions by the Office of Institutional Research and Planning
NOTE: Numbers are reported for the calendar year (spring and fall semester)

ENROLLMENT IN NON-CREDIT COURSES

The Office of Community Services is the division of the College responsible for the operation of non-credit courses and activities. Non-credit courses are offered in a wide range of subjects.

Continuing education is also provided for specific groups, such as nurses, dental assistants, secretaries, bankers and others.

Activities include:

DRIVER RETRAINING for traffic violators
MOTORCYCLE SAFETY for first-time licenses and rider improvement
GED TESTING PROGRAM for those seeking high school equivalency diploma
BUSINESS, INDUSTRY AND GOVERNMENT AGENCY customized courses for upgrading employee skills
VOCATIONAL TRAINING FOR ADULTS providing entry-level skills to the unemployed, underemployed, and limited English proficient
SUPPORT SERVICES FOR SINGLE PARENTS AND HOMEMAKERS including counseling, advising, parenting, child care and placement
SCHOOL BUS DRIVER TRAINING for new drivers and continuing education for present drivers.
DRIVER RETRAINING for truck and bus drivers with a commercial driving license
ASBESTOS AND ENVIRONMENTAL PROTECTION EDUCATION

TABLE 8

ENROLLMENT GROUPINGS FOR COMMUNITY SERVICE COURSES

COURSES (includes summer courses)	1988-89	1989-90	1990-91	1991-92	1992-93
Non-Credit	6,105	7,589	7,188	6,762	6,631
Motorcycle Safety	2,405	2,343	2,530	2,116	1,966
High School Equivalency	508	635	1,075	1,137	1,335
Bus Driver Training	1,866	1,884	1,753	1,823	1,776
Driver Retraining (violators)		3,016	3,194	2,794	2,591
Vocational Training for Adults			949	825	1,022

SOURCE Dean of Community Services, June 1993
NOTE Motorcycle safety numbers are for the calendar year; 1993 estimated
Driver Retraining (CDL) figures for '90-91 and '91-92 have been excluded

ENROLLMENT BY PROGRAM OF STUDY

From 1988 to 1992 the total fall headcount enrollment increased by 22 percent. More recently, enrollment grew by 655 students (3.8 percent increase) in the fall of 1992 as compared to the fall of 1991. For the eighth consecutive year, record headcount enrollments were recorded. Liberal arts (LIBA) and general studies (GENS) experienced continued but more dramatic growth since the phase-out of the open college program of study in 1990-91.

TABLE 9 — FALL ENROLLMENT

	1988-89	1989-90	1990-91	1991-92	1992-93
BUSINESS & COMMERCE TECHNOLOGIES	**2,549**	**2,443**	**2,886**	**3,201**	**3,463**
Business Administration	1,807	1,693	1,806	1,927	1,951
Law Enforcement/Corrections	236	286	593	729	932
Retail Management	227	196	166	148	116
Office Administration	279	268	321	397	464
COMPUTER STUDIES & INFORMATION PROCESSING	**454**	**448**	**490**	**484**	**483**
HEALTH & PARAMEDICAL	**756**	**873**	**830**	**885**	**864**
Cardio-Respiratory Care	28	24	27	30	39
Dental Assistant	26	20	35	31	30
Dental Hygiene	38	70	74	67	70
Medical Lab Technology	32	41	35	53	48
Nursing-ADN & LPN	501	588	513	544	502
Phlebotomy	42	44	47	53	51
Radiography (X-Ray)	89	86	99	87	92
Physical Therapy Assistant				20	32
ENGINEERING & INDUSTRIAL TECHNOLOGIES	**647**	**616**	**668**	**732**	**732**
Engineering	197	163	176	180	149
Computer Engineering Technology	19	17	24	36	49
Electronic Engineering Technology	81	87	102	93	107
Mechanical Engineering Technology	52	72	94	94	97
Machine Design	31	33	28	28	39
Machine Processes	39	40	44	57	47
Chemical Technology	39	33	47	48	66
Electronics	108	86	79	108	99
Instrumentation	38	39	34	48	39
Technical Studies (Includes Electric Boat)	43	46	40	40	40
PUBLIC SERVICES	**840**	**941**	**1,168**	**1,358**	**1,539**
Human Services (Includes ACTD)	756	838	1,047	1,234	1,396
Fire Science	84	103	121	124	143
GENERAL PROGRAMS	**1,967**	**2,326**	**3,440**	**4,684**	**5,281**
Liberal Arts (Includes GENS)	1,634	1,979	3,046	4,279	4,857
Science	59	81	113	109	124
Fine Arts	256	265	281	289	294
Labor Studies/Urban Affairs	3	1	0	7	5
International Studies (Not a major)	15				
Post Associate					1
OPEN COLLEGE	6,434	7,753	7,141	5,987	5,624
Program Applicant (OPEN)	1,278	1,652	962	0	0
Non-Degree (UNCL)	5,156	6,101	6,179	5,987	5,624
TOTAL	**13,107**	**15,400**	**16,623**	**17,331**	**17,986**

SOURCE: IPEDS Fall Enrollment Reports

DEGREES AND CERTIFICATES AWARDED

The number of CCRI graduates increased for the past four years to a level of 4.1 percent above that of 1988-89. This year there were 1,705 completions (unofficial count) or 141 more than the previous year. Three of six groupings—Business and Commerce, Public Services, and Computer Studies—revealed increases from 14 percent to 28 percent over the past year. For 1992-93, the Community College reported a record number of degrees awarded. The previous peak years were last year (1,564) and eleven years ago (1,562 graduates).

TABLE 10 GRADUATES BY PROGRAM OF STUDY

	1988-89	1989-90	1990-91	1991-92	1992-93
BUSINESS & COMMERCE TECHNOLOGIES	**431**	**383**	**399**	**404**	**516**
Business Administration	307	273	304	292	304
Law Enforcement/Corrections	19	20	32	47	136
Retail Management	36	34	25	20	16
Office Administration					
A.S.-Office Administration	38	28	30	38	53
Certificate-Office Administration	31	28	8	7	7
COMPUTER STUDIES & INFORMATION PROCESSING	**61**	**55**	**74**	**64**	**73**
A.S.-Computer Studies	34	35	52	44	37
Certificate-Computer Studies	11	9	11	11	15
Certificate-Office Automation	16	11	11	9	21
HEALTH & PARAMEDICAL	**318**	**410**	**451**	**423**	**420**
Cardio-Respiratory Care	11	9	6	4	13
Dental Assistant Certificate	9	11	17	21	21
Dental Hygiene		32	31	32	31
Medical Lab Technology	3	11	6	9	7
Nursing ADN	168	222	228	215	206
Practical Nursing	45	33	57	51	52
Phlebotomy Certificate	48	56	65	60	57
Radiography (X-Ray)	34	36	41	31	33
ENGINEERING & INDUSTRIAL TECHNOLOGIES	**81**	**71**	**85**	**80**	**81**
Engineering	15	19	19	18	13
Computer Engineering Technology	2	0	3	3	2
Electronic Engineering Technology	6	5	4	8	4
Mechanical Engineering Technology	0	10	5	7	8
Machine Design	3	4	6	4	3
Machine Processes	7	2	3	2	6
Chemical Technology	10	5	13	13	13
Chemical Technology Certificate		1	0	0	0
Electronics	11	10	6	14	15
Instrumentation	11	6	10	5	9
Technical Studies	16	9	16	6	8
PUBLIC SERVICES	**94**	**107**	**141**	**156**	**185**
Human Services	89	97	125	136	169
Fire Science	5	10	16	20	16
GENERAL PROGRAMS	**228**	**275**	**371**	**437**	**430**
Liberal Arts (includes GENS)	195	238	343	387	389
Science	4	6	2	7	3
Fine Arts	29	31	26	43	38
TOTAL	1,213	1,301	1,521	1,564	1,705

SOURCE: IPEDS Degrees Conferred Report: UNOFFICIAL counts for 1992-93

FACULTY CHARACTERISTICS

In the spring of 1993, there were 289 continuing full-time faculty members at the Community College. For this group, the most frequent set of characteristics was holding a master's degree, being a full professor, and having been with the Community College for 15 or more years. Sixty-three percent of the continuing full-time faculty have been with CCRI for 15 or more years. Also, more than half (56 percent) of all full-time faculty hold the rank of full professor.

TABLE 11 FACULTY CHARACTERISTICS

	FEMALE		MALE	
	Number	Percent	Number	Percent
TOTAL	**148**	**51%**	**141**	**49%**
Degree				
Doctorate	10	3%	43	15%
Masters	131	45%	94	33%
Bachelors	7	2%	4	1%
Rank				
Professor	65	22%	97	34%
Associate Professor	25	9%	21	7%
Assistant Professor	55	19%	21	7%
Instructor	3	1%	2	1%
Years of Service				
15 or more	81	28%	102	35%
10 to 14	14	5%	14	5%
5 to 9	25	9%	13	4%
Less than 5	28	10%	12	4%

30 *SOURCE: CCRI Personnel Department records as of June 3, 1993*

FACULTY RANK

TABLE 12

RANK OF 1992-93 FACULTY
BY PROGRAM AREA

	Professor	Associate Professor	Assistant Professor	Instructor	TOTAL
TOTAL FACULTY	**162**	**46**	**76**	**5**	**289**
BUSINESS & COMMERCE	**18**	**7**	**8**	**0**	**33**
Business Administration	15	5	6	0	26
Office Administration	4	2	2	0	7
COMPUTER STUDIES & INFORMATION PROCESSING	**7**	**1**	**2**	**0**	**10**
HEALTH AND PARAMEDICAL	**27**	**9**	**33**	**2**	**71**
Phlebotomy	1	0	0	0	1
Medical Lab Technology	1	0	0	0	1
Radiography (X-Ray)	1	0	1	0	2
Nursing - ADN	21	5	13	0	39
Practical Nursing	2	4	4	0	10
Cardio-Respiratory Care	0	0	1	1	2
Newport Nursing Program	0	0	9	0	9
Dental Studies	1	0	5	1	7
ENGINEERING & INDUSTRIAL TECHNOLOGIES	**6**	**2**	**6**	**1**	**15**
Engineering	3	1	3	0	7
Machine Design	1	0	0	0	1
Machine Processes	1	0	2	0	3
Industrial Electronics	0	1	1	1	3
Instrumentation	1	0	0	0	1
PUBLIC SERVICE PROGRAMS	**5**	**3**	**1**	**0**	**9**
Human Services	5	3	1	0	9
GENERAL PROGRAMS	**99**	**24**	**26**	**2**	**151**
Drama	1	2	2	0	5
English	22	2	9	0	33
Languages	3	1	2	1	7
Social Science	8	5	1	0	14
Psychology	14	1	1	0	16
Biology	10	2	0	0	12
Chemistry	7	2	0	0	9
Physics	6	1	1	0	8
Mathematics	17	1	3	0	21
Art	5	3	2	0	10
Music	1	1	2	0	4
Physical Education	0	0	1	0	1
Learning Resources	5	3	2	1	11

SOURCE: Listing of filled faculty positions as of June 3, 1993 from the CCRI Personnel Office

STAFF CHARACTERISTICS

The staff at the Community College is categorized into three groups: a. Classified: Includes maintenance personnel, security officers, technicians, clerical staff, counselors, and nurses; b. Non-Classified: Professional staff which includes managers, coordinators, counselors, programmers, accountants, as well as some clerical staff, technicians, and paraprofessionals; c. Administration: Includes the president, vice presidents, directors, deans, and associate and assistant deans and directors.

Compared with 1991-92, the average descriptions of the three types of staff have changed only slightly. Approximately 57 percent of the non-classified staff have 15 or more years of service. The number of classified staff increased by two while the number of non-classified and administration taken together decreased by seven.

TABLE 13 STAFF CHARACTERISTICS

	Number	Percent
CLASSIFIED		
Total	185	100%
Sex		
Female	118	64%
Male	67	36%
Degree		
High School	120	65%
Associate	29	16%
Bachelors	15	8%
Masters	7	4%
Less than High School	14	7%
Years in Service		
15 or more	62	33%
10 to 14	42	23%
5 to 9	44	24%
Less than 5	37	20%

	Number	Percent
NON-CLASSIFIED		
Total	84	100%
Sex		
Female	51	61%
Male	33	39%
Degree		
High School	20	24%
Associate	21	25%
Bachelors	21	25%
Masters	22	26%
Less than High School	0	0%
Years in Service		
15 or more	48	57%
10 to 14	13	15%
5 to 9	15	18%
Less than 5	8	10%

	Number	Percent
ADMINISTRATION		
Total	44	100%
Sex		
Female	15	34%
Male	29	66%
Degree		
Associate	2	5%
Bachelors	14	32%
Masters	16	36%
Doctorate	10	23%
High School	2	5%
Years in Service		
15 or more	22	50%
10 to 14	9	20%
5 to 9	7	16%
Less than 5	6	14%

SOURCE: CCRI Personnel Department records, as of June 3, 1993

**Years of Service in the Classified category are based on State not CCRI service date.*

TUITION AND FEES

Part of the mission of the Community College is to provide the citizens of the state with an open access college. In order to fulfill this mission, the Community College has attempted to maintain tuition and fees at a modest level. This concern for keeping the tuition and fees at an affordable level has historically resulted in increased tuitions each year that were similar to the Consumer Price Index changes. However, these increases have exceeded the CPI from 1987 until 1992-93.

Combined tuition and fees increased 5.7 percent in 1989-90, 9.6 percent in 1990-91 and 19 percent in 1991-92 (After adjusting for a $25 surcharge in the spring of 1991). In the two most recent years, tuition and fees increased by 9.4 percent and 3.3 percent.

TABLE 14

FULL-TIME TUITION AND MANDATORY FEES PER SEMESTER

YEAR	Semester Tuition & Fees	Relative Change	CPI Relative Change
1970-71	$140	1.00	1.00
1971-72	170	1.21	1.04
1972-73	170	1.21	1.08
1973-74	170	1.21	1.14
1974-75	170	1.21	1.27
1975-76	200	1.43	1.39
1976-77	200	1.43	1.46
1977-78	200	1.43	1.54
1978-79	218	1.56	1.65
1979-80	232	1.66	1.80
1980-81	247	1.76	2.04
1981-82	275	1.96	2.28
1982-83	315	2.25	2.48
1983-84	345	2.46	2.58
1984-85	370	2.64	2.68
1985-86	395	2.82	2.79
1986-87	422	3.01	2.87
1987-88	450	3.21	2.93
1988-89	475	3.39	3.05
1989-90	502	3.59	3.20
1990-91	550	3.93	3.37
1991-92	684	4.89	3.51
1992-93	748	5.34	3.62
1993-94	773	5.52	

SOURCE: CCRI Tuition Reports, CPI from Research Associates of Washington, D.C. Facts on File (February '93) and Monthly Labor Review
NOTE: Fall Tuition and Fees were used above; Full-time in-state rates only

GENERAL EDUCATION REVENUES

The general education revenues for the Community College are unrestricted revenues which means these funds are not designated for any specific purpose except the general support of the institution. These revenues represent the major portion of the funds available to the College and come primarily from two sources: State appropriations and tuition and fees.

From 1976-77 to 1981-82 the student paid tuition and fees provided an increasing share of the revenues while the share from state appropriations declined. From 1982-83 to 1987-88 these percentages remained constant. In 1988-89 through 1992-93, the State appropriation to general education revenues decreased and the tuition income increased proportionately.

TABLE 15 GENERAL EDUCATION REVENUES

UNRESTRICTED REVENUES IN THOUSANDS ($1,000)

	State Appropriation	Tuition & Fees	Other	Total
1976-77	12,471	2,631	328	15,430
1977-78	13,460	2,944	669	17,073
1978-79	14,190	3,360	826	18,376
1979-80	15,007	3,695	701	19,403
1980-81	16,248	4,206	578	21,032
1981-82	16,801	4,768	976	22,545
1982-83	18,471	5,661	679	24,811
1983-84	19,631	6,163	793	26,587
1984-85	20,569	6,258	777	27,604
1985-86	21,640	6,571	856	29,067
1986-87	22,724	6,953	1,170	30,847
1987-88	24,864	7,595	1,087	33,546
1988-89	27,017	8,924	1,056	36,997
1989-90	27,944	10,168	1,004	39,116
1990-91	25,775	12,695	1,633	40,103
1991-92	24,097	16,414	1,613	42,124
1992-93	24,480	18,593	1,586	44,659

AS PERCENTAGE OF TOTAL REVENUES

	State Appropriation	Tuition & Fees	Other	Total
1976-77	81	17	2	100%
1977-78	79	17	4	100%
1978-79	77	18	4	100%
1979-80	77	19	4	100%
1980-81	77	20	3	100%
1981-82	75	21	4	100%
1982-83	74	23	3	100%
1983-84	74	23	3	100%
1984-85	74	23	3	100%
1985-86	74	23	3	100%
1986-87	74	23	4	100%
1987-88	74	23	3	100%
1988-89	73	24	3	100%
1989-90	71	26	3	100%
1990-91	64	32	4	100%
1991-92	57	39	4	100%
1992-93	55	42	3	100%

 SOURCE: Audit statements for 1976-77 to 1991-92 and the Budget, Mid-Year Review for 1992-93, January 1993

GENERAL EDUCATION EXPENDITURES

The expenditures of the general education funds are classified according to the following five categories: personnel services, operating expenditures, student aid, capital and other. In recent years, the personnel services category has accounted for 78 to 79 percent of the total expenditures. Student aid has increased 254 percent in only three years.

TABLE 16 GENERAL EDUCATIONAL EXPENDITURES

UNRESTRICTED EXPENDITURES IN THOUSANDS ($1,000)

YEAR	Personnel Services	Operating Expenses	Student Aid	Capital	Other*	TOTAL
1976-77	9,912	2,384	194	687	2,253	15,430
1977-78	11,787	2,351	146	403	2,386	17,073
1978-79	12,844	2,502	211	482	2,337	18,376
1979-80	13,932	2,691	265	255	2,260	19,403
1980-81	15,322	2,941	290	306	2,173	21,032
1981-82	16,510	3,197	371	616	1,851	22,545
1982-83	17,887	3,534	421	994	1,975	24,811
1983-84	19,254	4,063	537	689	2,044	26,587
1984-85	20,481	4,084	515	639	1,885	27,604
1985-86	21,503	4,449	570	763	1,782	29,067
1986-87	22,935	4,735	506	950	1,721	30,847
1987-88	25,719	4,558	557	1,072	1,639	33,545
1988-89	28,835	4,787	544	1,374	1,457	36,997
1989-90	31,048	5,263	631	840	1,334	39,116
1990-91	31,809	5,554	971	549	1,220	40,103
1991-92	33,037	5,890	1,598	614	985	42,124
1992-93	35,214	6,128	2,233	319	765	44,659

AS PERCENTAGE OF TOTAL EXPENDITURES

YEAR	Personnel Services	Operating Expenses	Student Aid	Capital	Other*	TOTAL
1976-77	64	16	1	4	15	100%
1977-78	69	14	1	2	14	100%
1978-79	70	14	1	2	13	100%
1979-80	72	14	1	1	12	100%
1980-81	73	14	1	2	10	100%
1981-82	73	14	2	3	8	100%
1982-83	72	14	2	4	8	100%
1983-84	72	15	2	3	8	100%
1984-85	74	14	2	2	7	100%
1985-86	74	15	2	3	6	100%
1986-87	74	15	2	3	6	100%
1987-88	77	13	2	3	5	100%
1988-89	78	13	1	4	4	100%
1989-90	79	14	2	2	3	100%
1990-91	79	15	2	1	3	100%
1991-92	78	14	4	2	2	100%
1992-93	79	14	5	1	1	100%

"Other" includes Debt Services and Year End Transfers
SOURCE: Audit Statements for 1976-77 to 1991-92 and the Budget, Mid-Year Review for 1992-93, January 1993

STUDENT FINANCIAL AID

From 1990-91 to 1992-93, the totals from both state and federal sources increased significantly. Pell grants grew by 76 percent (from 3.2 to 5.7 million) in dollars and 60 percent in number of awards. Most of the increase in awards in the state program came from remission of tuition through the unemployment waiver. Overall, the total financial aid available increased by 49 percent. During the same time frame, tuition and fees increased 36 percent and the student F.T.E. enrollment at the Community College grew by about 11 percent. The combination of high unemployment, enrollment growth and tuition increases help to explain the dramatic growth in the number of awards and waivers (with decreases in loans) over this reporting period.

TABLE 17 STUDENT FINANCIAL AID

	1990-91		1991-92		1992-93	
	Amount ($1,000)	Number	Amount ($1,000)	Number	Amount ($1,000)	Number
STATE PROGRAMS						
RIHEAA	1,131	1,126	1,471	1,912	1,449	2,453
Community College Grants	401	864	436	789	487	762
Remission of Tuition*	569	1,840	1,158	3,255	1,746	4,662
Student Help	464	677	450	472	369	227
RI Work Opportunity	53	44	15	22	60	35
Total State Program	$2,618	4,551	$3,530	6,450	$4,111	8,139
FEDERAL PROGRAMS						
Basic Op. Grant (Pell)	3,224	2,560	5,278	3,948	$5,668	4,261
Supp. Ed. Op. Grant	117	571	195	906	246	611
College Work Study	219	309	260	222	260	216
Nursing (SDS)			9	18		
Total Federal Program	$3,560	3,440	$5,742	5,094	$6,174	5,088
OTHER						
Stafford Loans (Formerly GSL)	$895	500	$1,099	609	199	142
SLS Loans	22	10	122	59	91	41
PLUS Loans	73	33	37	15	41	22
Other (Unsub)					54	50
TOTAL STUDENT FINANCIAL AID	**$7,073**	**8,491**	**$10,371**	**12,153**	**$10,670**	**13,482**

SOURCE: *Financial Aid Office & Business Office, as of June 30th*
NOTES: *Number of Recipients reflects a duplicate count of students*
RIHEAA - Rhode Island Higher Education Assistance Authority
STUDENT HELP includes Federal share
**Most of these were unemployed waivers*

Community College of Rhode Island Foundation

The Community College of Rhode Island Foundation was established in 1979 by an Act of the General Assembly to promote and generate community support for the College.

The Foundation raises funds for college activities that are not ordinarily supported by state appropriations. The primary objective is to build a self-perpetuating endowment for scholarships, but funds are also used for faculty enrichment and development, cultural activities, campus beautification, library acquisitions, special projects, and equipment for academic departments.

Foundation trustees are nominated on an annual basis and elected to three-year terms.

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